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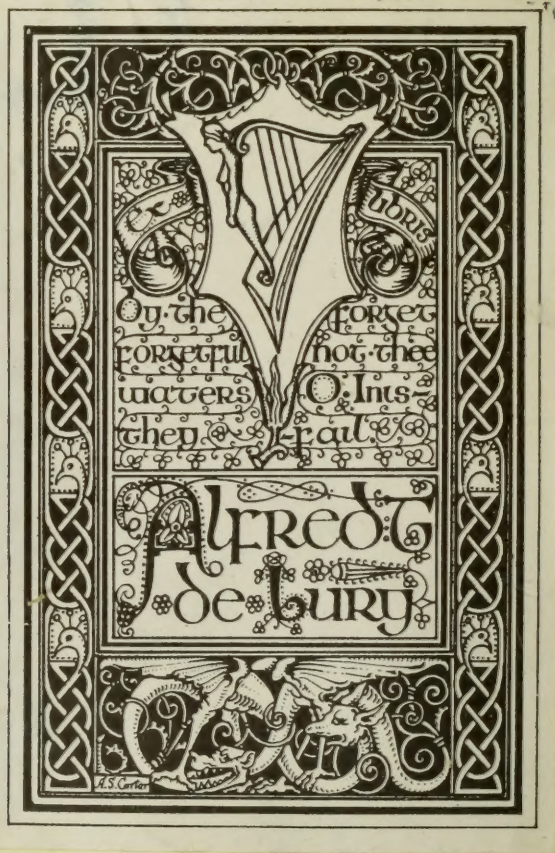
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DE-AMERICANIZING YOUNG AMERICA

DISCUSSING THE SOURCES OF OUR NATIONAL
HISTORY AND TRADITIONS

By
EDWARD F. McSWEENEY

APRIL, 1920

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FOREWORD

On Friday, March 27, the undersigned delivered a lecture in the State University Extension Course, at the State House in Boston, the subject being: "Some Aspects of Americanization." In the course of the lecture, passing reference was made to "sinister influences" working to undermine belief in the principles, judgments and personalities of the leaders of the Colonial period, especially by changes in the story of Revolutionary history, which have been, and are being made in school text-books.

This phase of the subject, which was very briefly treated, was introduced in connection with the matter of the nation-wide campaign to citizenize aliens—it being obvious that complete success in this movement could not be expected while at the same time another campaign, backed by strong forces, was being conducted to de-Americanize America.

Based upon an incorrect reading of a reporter's statement published in the Boston Herald of the following morning, an imperative editorial demand was made for the names of the school text-books which were supposedly involved in the propaganda, "designating precisely the page and text in every case." Following the editorial, and based apparently on its incorrect interpretation of the news report, a letter was received from the State Commissioner of Education, Mr. Payson Smith. Before the answer to Mr. Smith's letter was sent, in view of the editorial demand of the Herald, a request was made that it be printed in full in that paper. This was denied. The letter was sent to Mr. Smith, and was printed in full in the Boston Sunday Advertiser and American, and the Boston Sunday Post of April 4th.

On April 11th another editorial appeared in the Herald, commenting on the answer to Mr. Smith. On April 12 the undersigned by letter requested the Herald to give the space to enable presentation to the public of some of the facts as to the origin, methods, purposes and extent of the "sinister influences" attempting to corrupt the springs of American tradition through our school text-books. A few hours after this letter was sent, a telephone reply was received from the Herald office which in substance was that no further space would be given to this subject.

In view of these circumstances, because of the vital importance of the subject, and the widespread interest which has followed the Herald's demand for all the facts, it is deemed necessary to present the complete correspondence and the supplementary facts which would have been given to the Herald if the desired space had been afforded.

EDW. F. McSWEENEY.

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THE BOSTON HERALD

MONDAY, MARCH 29, 1920

Mr. McSweeney's Opportunity

Any man who declares in a public address that our school text books "proclaim that Washington, Jefferson, Adams, Hancock, and the other leaders of the Revolution, were fools and ruffians" owes a distinct and imperative duty to the commonwealth and the nation. Edward F. McSweeney, speaking in the State House on Friday night, linked this statement with the request that his hearers "face certain facts honestly and squarely," and went on to affirm that "a sinister influence permeates the very vitals of our national life today, which threatens to poison the minds of our school children through their text books," making out the patriots of the revolutionary era to have been "unwise," and propagating that kind of "Americanism" both in "films and in school books." Mr. McSweeney was denouncing what he called the proposal of some modern Bostonians to return this country to the yoke of Great Britain. He has a perfect right to his opinions, but he ought without delay to name the school text books which "proclaim" Washington and his fellow-patriots to have been "fools and ruffians," designating precisely the page and text in every case. When he thus cites the passages he may rest assured that the public will do the rest. He should eagerly accept this opportunity to render a great public service.

March 29, 1920.

Mr. Edward F. McSweeney,
Framingham,
Massachusetts.

My dear Mr. McSweeney:

You are reported by the daily press as having made the following statement in the course of your lecture given last Friday evening under the auspices of the Division of University Extension of the State Department of Education:

"There is a sinister influence permeating the very vitals of our national life to-day, which threatens to poison the minds of the school children through their textbooks, which proclaims that Washington and Jefferson and Adams and Hancock and the other leaders of the revolution were fools and ruffians, that their acts were unwise and that we ought now to go back to the 'mother country' and be united again with Great Britain."

I shall appreciate it greatly if you will send to me at your earliest convenience the names of the textbooks which make the statements you quote, referring explicitly, if possible, to the pages upon which they appear.

Very truly yours,

PAYSON SMITH,
Commissioner of Education.

PS/M

LETTER, MR. McSWEENEY TO MR. O'BRIEN

Mr. Robert Lincoln O'Brien,
Boston Herald,
Boston, Mass.

55 Congress St., Boston, Mass.,
March 29, 1920.

Dear Mr. O'Brien:

Confirming our telephone conversation, I beg to say that I have received a letter from Mr. Payson Smith, Commissioner of Education, State of Massachusetts, in which he repeats the same question asked in your editorial to-day.

I am preparing an answer for Mr. Smith, and when it is finished, I will send a copy to you for publication, which you say is agreeable to you and the best method of procedure.

Respectfully yours,

EDWARD F. McSWEENEY.

LETTER, MR. McSWEENEY TO MR. O'BRIEN

Robert Lincoln O'Brien, Editor,
Boston Herald,
Boston, Mass.

Salem End Rd., Framingham, Mass.,
April 2, 1920.

Dear Mr. O'Brien:—

In an editorial of the Herald of March 29, based on a Herald news report on Saturday, March 27, of a lecture on "Some Aspects of Americanization," given by me at the State House on Friday evening, March 26th, I am advised that I "owe a distinct and imperative duty to the Commonwealth and the nation."

I am asked "without delay" to "eagerly accept this opportunity to render a great public service," which I am now attempting to do to the best of my ability.

On March 29th, I received a letter on the same subject from Payson Smith, State Commissioner of Education, and in a telephone conversation with you on Tuesday, you agreed that inasmuch as Mr. Smith through his official position is entitled to a complete reply, my answer would better be addressed to him and a separate reply to the Herald would not be necessary.

In reply to my question as to space in your news columns for the reply to Mr. Smith, you said you would give space equal to that taken by the editorial, to wit: approximately 300 words.

In this same editorial you specifically asked for "page and text in every case," and therefore unless you change your decision to restrict my reply to 6 inches, this limitation makes the detailed statement demanded by you impossible.

I have tried to comply with the request in your editorial and have written a letter to Mr. Smith which I hope will be ready to send to him to-morrow, and in time for publication in the Sunday papers.

The matter is as you say, of supreme importance, because it involves the very fundamentals of our national history. My answer to Mr. Smith will take something over 4,000 words. In my opinion, the Herald is in honor bound to use this letter in full. If it does not do this, I respectfully request that none of it be used, and I beg to ask you for your immediate decision on this matter, so that if you decide to restrict space as you intimated, I will not trouble you by sending the manuscript.

Respectfully,

LETTER, MR. O'BRIEN TO MR. McSWEENEY

Edward F. McSweeney, Esq.,
Salem End Road,
Framingham, Mass.

April 2, 1920.

Dear Mr. McSweeney,—

Something over 4,000 words is something over four columns.

We are going through an intense paper shortage. We are paying for services and features which we are unable to use. Some of our best salaried men have had little to do for a long time because we could not get in their material, much as we like it, and much as our readers value it.

In these circumstances, I naturally have some reluctance to printing a plus 4,000 word reply to a 200 word editorial, and I have a still greater reluctance to telling you in

advance of seeing it, that I will use it. Your letter assumes that I am in honor bound to use it in full, to use it at once, and you want an immediate decision in the matter, before I have seen the letter.

Since Payson Smith has asked you a question, why don't you reply to him, and give your answer to all the newspapers, and let each treat it as he severally finds his way to do? With kind regards,

Sincerely yours,

ROBERT L. O'BRIEN.

Note by Mr. McSweeney:

In view of Mr. O'Brien's answer, copy of the letter sent to Mr. Payson Smith on Saturday, April 3, and released to the Sunday papers of April 4, was not sent to the Herald.

LETTER, MR. MCSWEENEY TO MR. PAYSON SMITH

Mr. Payson Smith,
Commissioner of Education,
State House, Boston.

Boston, Mass., April 3d, 1920

I beg to acknowledge receipt of your letter of March 29, in which you ask me to answer a statement which, I assume, is quoted from the Herald of March 27.

At no time did I say, even the news article did not report me as saying that "our school and text books *proclaim* that Washington and Jefferson and Adams and Hancock and the other leaders of the Revolution were fools and ruffians," as is the implication in the Herald editorial of March 29.

The article in the news columns of the Herald, March 27, read:

"There is a sinister influence permeating the very vitals of our national life to-day, which *threatens* to poison the minds of the school children through their text-books, which (influence) proclaims that Washington and Jefferson and Adams and Hancock and the other leaders were fools and ruffians," etc.

While these were not my words, but the reporter's impression of what I said, they are near enough to my meaning for me to accept.

I give the paragraph exactly as published, and it should be obvious to you and any man who reads it that the warning was to those who prepare text-books and those who place them in the schools, that they must watch and see that the menace to which I called attention does not continue.

WARNING SOUNDED BY NEW YORK HERALD

The campaign of which I spoke is undoubtedly not "news" to you, sir, or to anyone whose business it is to keep in touch with public events. On December 1, 1919, the New York Herald in an editorial entitled "Retarding Americanization," called attention to what seemed to it to be an attempt "to dilute the fountain of Americanization by altering history, especially Colonial and Revolutionary history."

During the past year numerous addresses have been made which have developed into covert attacks on American tradition. The daily press during the last six months has contained items regarding isolated protests scattered over a wide territory. A protest against this propaganda is even now under way in the Lawrence schools.

Due to the patriotic vigilance of those in charge of the schools in many places, especially in Boston, these influences have been only moderately successful. The subtle nature of this program, which had been going on for many years, makes it difficult of immediate detection. It is only recently that it has overstepped the bounds of caution and come into the open.

One of its centres is the London Times, owned by Lord Northcliffe, which on July 4, 1919, published an "American Issue," a copy of which was sent to every editor in the United States. One of the important subjects treated was the need of an "efficient" propaganda to be "carried out by those trained in the arts of creating public good will and of swaying public opinion toward a definite purpose."

PROVIDE FOR "SUBSIDIZING BEST MEN"

The means suggested were as follows:

"To mobilize the press, the church, the stage and the cinema; press into active service the whole educational systems of both countries, and root the spirit of good will in the homes, the universities, public and high schools and primary schools. It should also provide for subsidizing the best men to write books and articles on special subjects, to be published in cheap editions or distributed free."

"New books should be added, particularly in the primary schools. Histories and text-books should be revised—the end in view being that the public (in the United States) may sub-consciously absorb the fundamentals of a complete mutual understanding."

On his return to England after his propaganda mission to the United States during the war, it was reported that Lord Northcliffe had left in this country \$150,000,000 and 10,000 agents to do this and similar work. This statement has never been contradicted.

Publicity for promoting international good will may be highly desirable, but it is not difficult to imagine what would happen if the American Ambassador to England were publicly to announce a Yankee campaign to change English text-books, to influence adversely to England, the minds of its children regarding the past history of the nation.

OFFICIAL PROPAGANDA PROGRAM

One official propaganda program in regard to changing American text-books had been previously outlined at a meeting of the Anglo-Saxon Fellowship at Central Hall, Westminster, London, July 4, 1918.

Mr. George Haven Putnam, head of a large American book-publishing company, the executive secretary of the Society to Promote American-British Union, and also, I am informed, the president of the Book-Sellers of North America, said at this meeting:

"The influence of the British elements in our population (the United States) has proved sufficiently strong to enable the English-Americans to bring under control and to weld into a nation that in its common character and purposes is English, the great medley of racial factors that make up the population of the continent. These English institutions and ideals have shown themselves strong enough to maintain the mastery of the government and to direct the policy of the republic. Text-books are now being prepared which will present a juster historical account of the events of 1775-1783, 1812-1815 and 1861-1865."*

"Americans of to-day are prepared to recognize that their great-grandfathers treated with serious injustice and with great unwisdom the Loyalists of New York and of New England who had held to the cause of the crown." †

"The cause of good government for the colonies would be better served by maintaining the royal authority and by improving the royal methods than by breaking away into the all-dubious possibilities of independence." †

APOLOGY TO TORIES

"I had occasion when in Halifax to apologize to the descendants of some of the men who had in 1776 been forced out of Boston through the illiberal policy of my great-grandfather and his associates. . . . My friends in Halifax said that the apology had come a little late, but that they were prepared to accept it." †

"During my present sojourn in England, I met an old Tory acquaintance, who said: 'Major, I am inclined to think it was a good thing that we did not break up your republic in 1861. We have need of you to-day in our present undertaking.'" †

Mr. Putnam is quoted at length, because from his activity, his business and his official standing, he appears to be the actual head in the United States of the reformed text-book movement.

The subject of the lecture last Friday night was, "Some Aspects of Americanization," and when I spoke I had in mind a signed article in the London Times of July 4, 1919, by an American, Owen Wister, who said:

"A movement to correct the schoolbooks of the United States has been started. It will go on."

And also the insult to every alien in the United States not of English blood, when he added:

"If ever we (the United States) cease to be like you (England); if ever the streams of foreign blood (Jews, Italians, Slavs, Scandinavians, Irish, etc.) that have poured into us, pollute the race current that flows through our veins from yours, we (the United States) shall perish from the list of free nations." §

"CASTE" DOMINANCE

It is this theory of "caste" dominance that has caused the alien problem. It is no notice to 70,000,000 of our population that the doctrine of equality based on merit has been definitely abandoned.

It has been reported that in a number of cities and towns in Eastern Massachusetts superintendents of schools have appealed to their teachers at teachers' meetings to discard the customary teaching of Revolutionary history and to substitute therefor a more friendly attitude towards England.

Inquiry of the text-book committees of Boston public schools discloses that constant vigilance is required to prevent the introduction into the schools of text-books with anti-American historical facts.

*"A Declaration of Interdependence."—The Library of War Literature, N.Y.
† p. 22, *ibid.* ‡ p. 24, *ibid.* § London Times, July 4, 1919.

A recent issue of the Boston Teachers' News Letter contains a book review of "The United States: a History," by William Gitteau, published by Silver, Burdett & Company, which says that the author "tries to treat the facts in a scientific manner, rather than allow national prejudice to color his attitude"—the "scientific" attitude leading simply to the conclusion that the Revolution was a revolt against the personal rule of George III.

One of the main purposes of this propaganda campaign has been to make Lord North and George III solely responsible for the Revolution; to minimize the general malevolence shown by the ruling classes in England against the colonies, an attitude which, as far as the people of England had any voice, was approved of by them.

At the annual meeting of the Middlesex County Teachers' Association, held at Tremont Temple on October 31, 1919, some of the speakers were British, one a member of the British Parliament. He advanced a theory of teaching which, if put into effect, would destroy parental authority and annihilate the governmental theories on which the United States is built. He said:

"Give us the children, and in one generation we will make a new earth."

Frederick Houston Kent was another speaker at this convention. He represented a great American organization in England during the war. He also argued for the reformed text-books on the English plan.

REDFIELD URGED CHANGES

An ex-Secretary of Commerce of the United States, William E. Redfield, in a speech made in the State House in Boston the first week in November, 1919, advocated similar changes in our text-books.

I have been restricted in my examination to text-books offered for sale or distributed in this section. In many of these books the criticism of the chapters covering the period of the American Revolution is not against the direct statements made, but, rather, again the omission of substantial facts which would influence the minds of children as to the true causes of the struggle for American liberty.

It is apparent that the most substantial progress of the anti-American propaganda has been made in the private schools. After reading the very abridged story of the Revolutionary period in a history text-book used in a private school in Boston, one could not well blame pupils for wondering why the colonists had been put to so much trouble over such insignificant issues.*

The following quotations are taken from a new school history of the United States, by Albert Bushnell Hart, LL.D., published by the American Book Company. This work was written, the publishers state in their advertising bulletin, "to give Great Britain a square deal."

"As we look back, it is hard to see where the colonists were oppressed or robbed."

"The colonists were proud of being Britons."

"They were as well off as any other people in the world." (P. 120.)

"When Benjamin Franklin heartily joined in the war, there must have been reason for it." (P. 127.)

"His (Franklin's) belief in the Revolution has always been one of the best reasons for thinking it was necessary." (P. 129.)

SIDETRACKING FRANKLIN

Another feature of the campaign has been the attempt to sidetrack the memory and influence of Benjamin Franklin, who was the second most important man in the movement. Listen to what Franklin had to say of the attitude of England at a critical time:

"Being at the House of Lords during a debate in which Lord Camden was to speak, who indeed spoke admirably on American affairs, I was much disgusted from the ministerial side by many base reflections on American courage, religion, understanding, etc., in which we were treated with the utmost contempt, as the lowest of mankind and almost of a different species from the English of Britain; but particularly the American honesty was abused by some of the lords, who asserted that we were all knaves and wanted only by this dispute to avoid paying our debts; thus, if we had any sense of justice, we should offer payment of the tax. I went home somewhat irritated and heated and, partly to retort upon this notion on the article of equity, drew up a memorial to present to Lord Dartmouth before my departure; but consulting my friend, Mr. Thomas Walpole, upon it, who is a member of the House of Commons, he looked at it and at me several times alternately as if he apprehended me a little out of my senses. As I was in the hurry of packing up, I requested him to take the trouble of showing it to his

* Muzzey's History. Ginn & Co. "There are differences of opinion as to who was responsible on the American side for the outbreak of war, some scholars holding that the Revolution was 'the work of an unscrupulous and desperate minority,' headed by fire-brands like Patrick Henry and Sam Adams."

neighbor, Lord Camden, and ask his advice upon it, which he kindly undertook to do, and returned it to me with a note," in which Franklin was warned if he persisted in presenting it, "of dangerous consequences to your person." Bigelow's Franklin, pp. 74-76.

Or look at this picture, when a few days previously to the incident referred to in Franklin's note, Lord Chatham presented his plea of reconciliation.

"Lord Sandwich arose and in a petulant, vehement speech, opposed its being received at all and gave his opinion that it ought to be immediately rejected with the contempt it deserved. He could never believe it to be the production of any British Peer; that it appeared to him rather the work of some American; and turning his face toward me who was leaning at the bar, said he fancied he had in his eye the person who drew it up, one of the bitterest and most mischievous enemies his country had ever known." Bigelow's Franklin, Page 79.

Hart's history is typical. From it the American child does not learn that the inalienable right to be free, the true spirit of independence, the privilege of ruling themselves, well or badly as it might turn out, is a higher and more likely motive than being "well off."

In "The Book of American Wars," by Helen Nicolay, we find the following references to the Colonial patriots:

"OTIS, GREAT INCENDIARY"

James Otis, that "great incendiary of New England."

James Warren, "who had invented the committees of correspondence that were spreading discontent over the land."

Patrick Henry, who was pouring incendiary eloquence over the Virginia Assembly, a "slovenly, fiddle-playing incompetent, with an odd gift of oratory," and Benjamin Franklin—"but everyone knew Franklin. His was the eccentricity of genius." †

There is also the suggestion that the American victory at the Battle of Concord was due to the voluntary retreat of the British soldiers.

"It seems impossible to believe that eight hundred British regulars could have been routed so easily by untrained farmers. Presumably the soldiers were obeying orders not to 'rouse' the countryside." (P. 89 "The Book of American Wars," by Helen Nicolay.)

Lexington—"It was not much of a battle, either in numbers or time, but our orators love to tell us, that the shot fired at Lexington was heard around the world." (Page 88, "The Book of American Wars," by Helen Nicolay, Century Co., 1918.)

Other isolated comments from various school text-books follow:

P. 78—"The United States Political History," Goldwin Smith, Macmillan Co.:

"Of the fomentors of the quarrel in New England, the chief was Samuel Adams. . . . This man had failed in business as a malster and as a tax-collector, but he had succeeded as a political agitator. The latest of his American biographers cannot help surmising that his Puritan conscience must have felt a twinge, when in the very time at which he had devoted himself body and soul to breaking the link that bound America to England, he was coining for this or that body phrases full of reverence for the king, and rejecting the thought of independence. . . . The chief fomentor of the quarrel in the South was Patrick Henry. This man also had tried various ways of earning a livelihood and had failed in all. He was a bankrupt at twenty-three, and lounged in thriftless idleness, till he found that though he could not live by industry, he could live by his eloquent tongue. The circle in which, as a Virginian not of the highest class, he formed his statesmanship, is described by an American biographer, as 'having comprised an occasional clergyman, pedagogue or legislator, small planters and small traders, sportsmen, loafers, slaves and the drivers of slaves, and, more than all this, the bucolic sons of old Virginia, the good-natured, illiterate, thriftless Caucasian consumers of tobacco and whiskey, who, cordially consenting that all the hard work should be done by the children of Ham, were thus left free to commune together in endless debate in the tavern porch, or on the shady side of the country store.'" (P. 76, *ibid.*)

"That he (Franklin) believed himself to be doing good, may be admitted; it cannot be admitted that he believed himself to be doing right." (P. 79, *ibid.*)

"In a hall at Philadelphia . . . was signed a declaration of independence; it was signed with sorrow and reluctance." (P. 87, *ibid.*)

† pp. 74-75, "The Book of American Wars."

FROM WEST'S HISTORY

"History of the American People," Willis Mason West. For high school use—Allyn & Bacon:

"Englishmen of that day sometimes believed sincerely that the Revolution was the work of a group of 'soreheads.' George Washington, as a youth, had been refused a coveted commission in the British army. Sam Adams' father had been ruined by the wise British veto of a proposed Massachusetts 'Land Bank.' The older Otis had failed to secure an appointment on the Massachusetts bench. Alexander Hamilton was a penniless and briefless law student, with no chance for special advancement unless by fishing in troubled waters." (P. 195.)

"Says an English historian: 'The American Revolution split the English-speaking race and doubled its influence. . . . Now after a century and a half, the two great divisions of the English-speaking race are coming together once more in sympathetic friendship, again to double their influence.'" (P. 195.)

War of 1812—"For three generations Americans held a tradition that we fought the war of 1812 in defence of 'Sailors' Rights' against impressment. This is not a fair statement. . . . Madison's message to Congress recommending a declaration of war, named impressments first among our provocations; but never before had our government intimated to England that she must give up this practice or fight." (P. 398.)

"Our government shilly-shallied in impotent indecision until the energetic part of the nation rose wrathfully to demand that we fight someone at once to win back self-respect. Then we chose the wrong time and apparently the wrong foe." (P. 395.)

FROM HELEN NICOLAY

Again from Helen Nicolay—"Book of American Wars." Century Co., p. 190: "What little fighting our army accomplished was not at all to its credit." (War of 1812.)

This book is "Dedicated to America's Boys in the Present War—1918."

This campaign against America is not confined to text-books in the schools, but is found frequently in the reference books, which, when recommended by teachers, have a more powerful confirmatory influence even than text-books. The following is an excellent example:

"With the changed temper of the motherland, and the changed conditions under which our lives now pass, the objections to a connection with England, so important one hundred years ago, have been to a large extent set aside. If the bond were now existing is there much in our present circumstances to justify the severing of it? Is Freeman's (an English author) anticipation to be looked upon as unreasonable and unattractive, that a time may come when, through some application of the federal principle, the great English-speaking world, occupying so rapidly north, south, east and west, the fairest portions of the planet, not only one in tongue, but substantially one in institutions and essential character, may come together into a vaster United States, the 'great world Venice,' the pathways to whose scattered parts shall be the subjected seas?" (Pp. 62-63, "Life of Samuel Adams," James K. Hosmer, LL.D.)

As indicating the reciprocal friendship existing between the historians of this new "hands-across-the-sea" school, Mr. West, previously quoted, has this to say about Sam Adams, as the "first political boss," with "a rare talent for practical politics," "a narrowness of view" and a "foresight amounting to cunning." ("History of American People," page 204), and in a footnote says: "Every student should read Dr. Hosmer's delightful biography of Samuel Adams."

POETRY OF THE CAMPAIGN

An illustration taken from the poetry side of this campaign* "Verse for Patriots," Broadhurst and Rhodes, page 47, J. B. Lippincott, described as a "forerunner of the international spirit of the future," a sample poem for American school children is "To England—1918":

"Mother, we come from beyond the sea
Whom you bore in the distant past—
Unloving children of thine were we,
But flesh of thy flesh at the last.
We came not for thy deep bruised breast,
For the pain in thy valiant cry,
But we come at least for our own souls' rest,
Lest the soul of England die."

* Note—I am informed that this book was not accepted by the Boston School Committee.

In the preface of this book the editors protest against the teaching of patriotism as a "required" subject, because it leaves the student "cold." Poems (?) like the above, however, are more likely to raise Americans to the opposite thermal extreme.

After a recent lecture on "Americanization," I was approached by an intelligent alien, who had recently been fed up by a teacher on "internationalism," who asked me just what the aliens in the United States would have left to be proud of, or to fight and die for, when "internationalism" makes it wrong for them to love the United States more than any other country, and the proposed methods of teaching Revolutionary history make them ashamed of the political ideals and methods which brought it into existence?

TYPICAL OF MANY TEXTS

What has been given is simply typical of a mass of similar matter in text and reference books for schools and colleges, which could be extended indefinitely.

I have read substantially all the recent issues of Current Events, the authorized paper purporting to give the children in public schools an epitome of what is going on in the world. In answer to my inquiry, you advise me under date of March 30, that "whenever this or any other publication is used in the public schools it is by permission or authority of the local school committee of the town in whose schools the publication is used."

The opportunity for a clever editor to color the news in a paper of this character, and to make a desired impression on the minds of the young, especially the pupils in the primary grades, is inconceivably great. In view of your statement as to lack of general control, I beg to suggest that the educational authorities of Massachusetts should, as a matter of precaution, take the necessary steps to ensure that this or any private publication, run for profit and paid for by the children out of their own means, shall not be used to color their young minds.

Constant examinations or tests should be made by the State educational authorities to safeguard the schools in this direction, and to ensure that the matter being printed in this private enterprise and admitted into the schools under official sanction, shall be non-partisan and wholly lacking in prejudicial bias.

NO OFFICIAL PROTEST

I have not said, or hinted, that anybody in connection with the State school administration forces is a part of, or even approves of this anti-American program. It is in existence, however, and no school official has protested or even called attention to it; it is undoubtedly a sinister influence aimed at poisoning the minds of school children and, through them, to control the opinions of the coming generation.

In conclusion, I have not taken the space to go into the vulgar and indecent attacks being made by pro-British bigots on the memory of the colonial patriots—the slanders and innuendos of James H. Stark are being whispered about to influence those receptive to such poison.

The British statute applying to Washington and his associates, provided:

"That the offender be drawn to the gallows and not be carried or walk; that he be hanged by the neck and then cut down alive; that his entrails be taken out and burnt while he is yet alive; that his head be cut off; that his body be divided into four parts; that his head and quarters be at the King's disposal."

—"The American Revolution and the Boer War," by Sidney George Fisher—1902.

OPENING DOOR TO EVILS

If the American Revolution was the meaningless event the propaganda program is trying to make it out to be, it follows logically that Washington, as its leader, was foolish to sacrifice his energy and talents and the lives of his followers to it. The accusation of "thief," "loafer," "Smuggler," "ruffian" has frequently been made against one or another of his associates.

As Americans, however, it is only fair to presume that all of them, with this penalty hanging over their heads, were actually engaged in a life and death struggle, based on the rights of man, which was not a sudden thought but the result of long growth and development.

When we permit the struggle of the colonies to be disparaged or maligned, we are opening the door to a veritable hoard of evils.

I take the following paragraph from a personal letter received within a few days from a Governor of one of the great Commonwealths:

"We cannot be too insistent upon the ideals which have made America great or too emphatic in teaching the children in our schools and the immigrants who have recently come to our shores to respect and honor the government under which they live."

EDWARD F. MCSWEENEY.

(Note as of April 22nd by Mr. McSweeney: Up to to-day no reply or acknowledgment has been received from Mr. Smith.)

Mr. Robert Lincoln O'Brien,
Editor Boston Herald.

Boston, Mass., April 12th, 1920.

Dear Mr. O'Brien:—

I read your editorial in the Sunday Herald and am glad to see that you also have come to the conclusion that an attempt has been made to change our text-books.

You say: "Some of the professors who wrote text-books suppressed the absurdities of the older books and proceeded deliberately to foster friendly feelings with Great Britain."

This accords with what I said originally, but I also said that in so doing, these text-books writers were consciously or otherwise a part of a great conspiracy against the interests of the United States; the more outrageous because its victims were our most precious possession—the children in our schools.

The absurdity of the claim, that altering text-books would foster friendly feeling with Great Britain as a war measure, is the fact that the only persons these text-books would affect were the young—the school children, who would not be old enough to influence international sentiment for many years. Their parents rarely read the text-books and the influence on them is therefore most indirect.

My answer to Mr. Payson Smith was confined to the specific questions put by the Herald editorial of March 29th. It was intended to give some of the facts with reference to the changes being made or contemplated in school text-books.

A more or less complete story of the history and extent of this conspiracy against the United States, in truth a "sinister influence," which your editorial of last Sunday in effect admits, I have sketched in something less than three thousand words.

As the Herald introduced this discussion by its demand upon me for all the facts, I now beg to ask if you will allow me the space in your paper to supplement the specific information, given in answer to the first Herald editorial, by outlining the facts, the persons engaged, the methods employed and the extent, of this sinister influence and the force behind it.

You say, further, that "Mr. McSweeney's aim, it is generally understood, is to help the cause of Ireland."

My only aim, I beg to assure you, is to help the cause of America. I said nothing about Ireland in this whole text-book matter. Ireland does not come into it in any shape or form. I submit that it is unfair to impute an ulterior motive as a sufficient answer to argument. The only proper test is the truth or falsity of my assertions. I merely ask you to submit the facts to the jury of your own readers.

Is the patriotism of President Murlin of Boston University, the President of the Friends of Korea for this section; the patriotism of ex-President Eliot, the leader in the "Near East" agitation; of Moorfield Storey, leader in the agitation for Philippine independence; or that of the leaders of the Armenian, Jewish or other causes, to be discounted because of their interest in a cause of liberty outside of the United States?

If not, why this discrimination against Ireland, Egypt, India, South Africa, and the implication of un-Americanism made against any person interested in any of these causes?

In seeking for the causes of this phenomenon of a "double standard" in freedom, is it not to be found at the same source that is attempting to corrupt the springs of American tradition by changes in our school text-books?

Respectfully,

EDW. F. McSWEENEY.

The most astonishing result of the publication of the letter to Mr. Payson Smith was the unexpected confirmation it elicited of the alarming headway made by the propaganda, aimed at the revision of American Revolutionary history in the school text-books. Parents, pupils, teachers gave evidence as to its existence which, if not confirmed again and again, would seem incredible. Superintendents of schools have abused their power, not only by asking teachers to change the facts as to Revolutionary History, but have cautioned them not to make comparisons favorable to the United States form of Government, even with "Soviet Russia." "Put the soft pedal on the Evacuation of Boston and Bunker Hill," was the advice of one such Superintendent. Films have been shown which are so insulting to the racial pride of pupils, that they have gone home in tears. Children in the seventh grade have in class spontaneously contradicted assertions made by their teachers, which reflected on their belief in the basis of our national pride. Here and there a parent or other citizen has intervened, but the menace continues to exist.

No denial has been made of the substantial accuracy of any of the facts set forth in the letter to Mr. Smith. It is admitted that a large number of the younger writers of history text-books are working along the lines of the Northcliff-Putnam et als program. It is apparently claimed that these authors write voluntarily and not under control, or for recompense. I do not suspect that any writer whom I know is doing this work for pay. One might respect him more if he were.

TO PREVENT RATHER THAN INCITE WAR WITH GREAT BRITAIN, IS THE AIM

The principal, as far as I have been advised, in fact, the only objection advanced against the publication of the facts in this text-book propaganda, is that the real purpose in calling attention to it, is to bring about a war between Great Britain and the United States. Nothing, however, could be further from the facts. To prevent rather than to incite this overwhelming disaster, which would menace the future of civilization, is the object of those who realize that Britain's policy of Imperialism could be the only possible cause of war between it and the United States, which latter nation cannot be forced into war with any power except to preserve its liberty and self respect. Only by the abandonment of imperialistic design; only by putting into practice the principles for which the great war was alleged to have been fought and won; only by stifling its ambition to control the trade and commerce of the world, can Britain hope to continue a nation. At the first concrete evidence of this democratic purpose, it will not have an opponent among the nations. It will bind to it in enduring friendship the United States. Therefore, those calling England's attention to the supreme folly of its present imperialistic policy are, as time will show, its real friends.

My explanation of the psychology of the leaders of the revised text-book movement may be stated briefly as follows.

The history of Europe may roughly be divided into two parts: (1) the steps by which the older states came under the power of the Roman Empire, with its final breaking up, and the formation of the modern states; and (2) the steps by which the British Empire began to absorb the vital characteristics and imperial desires of its Roman predecessor.

TRYING TO MAKE OUT THAT AMERICA STILL BELONGS TO BRITISH EMPIRE

The effect of the new school of "pro-British" writers is to prove that the present British Empire is like the Roman Empire, which, although it frequently had more than one Emperor, had but one Empire. However independent these rival Emperors were, however hostile, theoretically, the unity of the Roman Empire was unaffected. This premise being accepted, it follows that although we in America have temporarily cut ourselves apart from the "Mother Land," we are still essentially a part of the "Imperial British Empire." It is for the purpose of insinuating this concept into the plastic minds of children that the school text-book reform program is under way. It undoubtedly hopes that as a result, in a coming generation, probably within twenty-five years, the actual physical reunion of Britain and America may be consummated.

As to the history of the "sinister influences" operating in this propaganda program: work of a similar character has been more or less under way for at least twenty-five years, its chief promoters being the late Cecil Rhodes, who promised to print the world's map "red," and with the late Andrew Carnegie, outlined a new commonwealth which they proposed to call the "United States of the British-American Union." Its first official announcement, however, as far as I can learn in recent years, was made by the American Ambassador in England—Mr. Page of the book publishing firm of Doubleday, Page & Co., New York. On August 4th, 1917, four months after we entered the war, in a Commemoration Address at Plymouth, England, Ambassador Page outlined a scheme of "Mutual Education between England and America" to "amplify and correct our historical memories—and not the least by encouraging the revision of our school text-books."

Few Americans realize the extent of the open publicity campaign going on in this country since the war began. It is described in Harper's Magazine of March, 1918, pp. 521-531, by Sir Gilbert Parker, who says that on the day that war broke out between England and the Central Powers, he "became responsible for American publicity." He made a "monthly report to the British Cabinet on the state of American public opinion," arranged for "important public men in England to send interviews to the American papers," "supplied 360 newspapers in the smaller states with an English newspaper which gave a weekly English review of affairs," "stimulated many people on this side to write articles giving the English side," "established association by personal correspondence with influential and eminent people, especially **university and college presidents and professors in the United States**," "arranged speeches, debates and lectures by American citizens" and sent "copies of various documents and literature" to be distributed broadcast all over the United States.

PROPAGANDISTS USED AMERICANS

Sir Gilbert Parker's associate, and Chief of Staff, was Louis Tracy, the English novelist. In the New York "Evening Sun" of November 10, 1918, Tracy called attention to the fact that Americans were used extensively in the British Propaganda before the United States entered the war. "One thing most Americans did not realize was that the British Bureau of information sent over from England and the front (for propaganda purposes) as many, if not more, Americans than English." At the end of the war Tracy had 54 assistants in his New York office.

The complaint made, is not that an English publicity campaign was in operation, but rather that its purpose was stupid, irritating, in violation of American self-respect,

and not calculated to bring international good will, but on the contrary to produce the opposite effect. The situation in 1917 could not be stated more exactly than in an editorial utterance in the "New Statesman" of London, August 11, 1917:

"A great many American people who from the beginning have been ardent supporters of the Allies' cause are concerned, not with the meagerness, but with the lavish unintelligence of the publicity methods we (England) have adopted. . . . They doubt the wisdom of our elaborate pretence of doing nothing officially, when evidences of an extensive activity are everywhere apparent. . . . They suspect the existence of British (that is, Northeliffian) control of certain American newspapers. . . . They criticise a certain kind of pro-ally speaker and journalist—Professor Gilbert Murray, Ian Hay and Mr. Lowes Dickinson. . . . Much of the writing and speaking in behalf of England has been of a kind which would be condemned by anyone possessing a fair knowledge of the American mind and temperament."

KIN IN LANGUAGE ONLY

The purposes behind this campaign may be clearly conveyed by examination of a book written by Charles Altschul, "The American Revolution in Our School Text-books," which is explained as an "attempt to trace the influence of early school education on the feeling towards England in the United States." The author says:

"We speak the same language as the English. . . . Our customs have been fashioned after theirs. Our legal procedure has been founded upon theirs. . . .

Their ideas of government and their conception of liberty are ours."

With the exception of the fact that we do speak the same language, every statement in the premises Mr. Altschul lays down is false, as is his further statement that

"the influence of all other nations remains negligible compared with that of England."

Daniel Webster gave the true answer when he said: "When the United States separated from England by the Declaration of Independence, they departed from the political maxims and examples of the Mother Country, and entered on a course more exclusively American. From that day down our institutions and our history relate to ourselves. . . . No tie bound them to England."—Speech on the Dorr Rebellion Case, U. S. Supreme Court, Jan. 27, 1848.

ENGLISH SMALLEST UNITED STATES GROUP

Mr. Altschul asks, why did not the sympathy of the "largest proportion of our people go out to the English, rather than to any other nation?"

The answer is that the English is the smallest racial group in the American population. Including the Celts, the groups other than the English are as 7 is to 4.

Mr. Altschul explains that the facts of history, especially Revolutionary history, as taught, were lodged in that "mysterious storehouse, the subconscious," during childhood, and questions whether the history of the greatest event in the life of America has been taught in the spirit of fair and impartial inquiry or in a one-sided manner aimed to implant injustice.

Mr. Altschul examined references to Revolutionary history in twenty-three text-books in use more than twenty years ago and fifty-three in use at the present, and reaches the conclusion that the great majority of these text-books, especially those in use twenty years ago, either do not refer at all to the great efforts made by prominent Englishmen in behalf of the Colonies or mention them only casually. History books that give the American picture of the Revolution tend to make the "public mind prejudiced against England," "but," he concludes, "children now studying American history in the public schools have a far greater number of text-books available which give relatively complete information," but, the "improvement is by no means sufficiently marked" to prevent the "growth of **unfounded prejudice against England.**" Or, as Professor James T. Shotwell of the Department of History in Columbia University, in his introduction to Altschul's book, says,

"The story of the American Revolution, corrected and re-cast, will lend its inspiration to the attainment of juster ideals than provincial and **misleading conceptions of the receding past.**"

ENGLISH PRACTICALLY UNITED

Altschul's book, one of many, is considered only because it comes nearer than any other to explaining the most important claim for the revision of American history books, to wit: that the friendliness of Burke, Barry, Fox and Pitt to the Colonies should be accepted as conclusive proof that the people of England were not unanimous in the fight against the Colonies. The answer is that American history text-books and the American people as a whole have given Burke and Barry, Pitt and Fox full credit. While all of these

men declaimed vigorously against the injustice and folly of the English attitude, not one of them consented to support the only real point at issue after 1776,—the separation of the Colonies from the English Imperial system. All of them wanted only Colonial reform within the Empire, none of them advocated independence, which the Declaration of Independence made inevitable.

The English people, as far as they had any voice, were substantially unanimous in their attitude, opposing the aspiration of the Colonies for Freedom, and backed up the King and Parliament in continuing the fight against Colonial Liberty. England gave way to Washington only when it was defeated—not a moment before.

The absurdity of the claim that the United States should change or forget the story of the Revolution, the greatest event in the civil history of the world, because a few Englishmen attempted to mitigate the cruelties being practised on the American Colonies, may be illustrated by a comparatively recent event. The Boer War, not more than twenty years past, is generally accepted as being one of the most cruel and causeless in history. Its initial motive was a sordid attempt to get control of valuable mineral and diamond wealth, and ultimately to extend the British Empire by securing control of the potential food resources of Africa and to connect the Cape of Good Hope by an English railroad with Cairo.

PLOT AGAINST THE BOERS

The South African war followed a plot against Boer freedom by the late Cecil Rhodes, which was in violation of all the laws of nations and of morals. When England declared war on the Boers, there was strong English opposition, which included Lord Morley, John Burns and the present Premier of Great Britain, Lloyd George, all of whom, for their activities in opposition to British design on South Africa, went temporarily into political eclipse.

If a hundred years from now, England should assert in South Africa that its act in wiping out the Boer Republic, and in grabbing all the valuable mining and agricultural territory of South Africa, was the benign act of an indulgent parent, proving this by the fact that Lloyd George, John Morley, John Burns openly opposed the British action, it would be an exact parallel to the only claims now being made by the new text-book writers to justify revision of the history of the American Revolution.

Because we are an easygoing, unsuspicious, forgiving and forgetful people, we have allowed England to send an army of propagandists to our shores, whom we have permitted openly to impugn our methods and criticize our policies. Moreover, we have gone farther even than Danton, who said that the "children belong to the State," and have not objected to the assumption that the "State" owning our children shall be England.

UNHEARD OF CAMPAIGN

Nothing like this campaign was, I believe, ever known in the history of the world. One like it would not be allowed to continue a day in France, Germany, Italy or England. In an advertising leaflet, received recently, of the latest "after the war" text-book, after the customary sneer at the Revolution, this statement is made, "Our school histories do not merely tell of wars and battles, but of the arts of peace, even describing such inventions as vulcanized rubber and anesthesia."—(Woodburn and Moran, Elementary History and Government.) It will need a lot of the last, to stupefy the average American so that he will accept the program of which such publications are a part.

The most extraordinary statements made by the pro-British school are uncontradicted. One of the new school history writers told me personally, a few days ago,—and I am convinced that he actually believed it—that since England has adopted the free trade policy she has been a friend of the United States. Sir Gilbert Parker in the Harper's Magazine Article of March, 1918, already referred to, said, "The United States could not have made it (the Monroe Doctrine) a fact, unsupported and undefended by the British Navy," and again, "The policy and prosperity of the United States have had a free and fair run for over the last ninety years because Great Britain made her navy the defender of the Monroe Doctrine." Because such statements are widely spread by those interested, and accepted by those who do not know the facts, they become part of the great wall of propaganda that is being so skillfully built.

SHOWED ENMITY FREQUENTLY

Not only has England not been the friend and defender of the United States for ninety years, as Sir Gilbert Parker says, but there has never been a moment since the Declaration of Independence in which she has not shown her enmity at every opportunity when she could safely do so.

The war of 1812 brought out forcefully the result of British influences in New England similar to those at work to-day. The causes of the War of 1812 were the efforts of England to incite the Indians to rebellion, to make American seamen serve on British warships and to close the ports of Europe to our commerce. Henry Clay, Feb. 22nd, 1810, said in the Senate of the United States, "The real cause of British aggression was not to distress an enemy, but to destroy a rival."

At the 4th of July Banquet, 1812, of the Boston Federalists, one of the toasts was "The existing war. The child of prostitution. May no American acknowledge it legitimate."—Salem Gazette, July 7th, 1812—as quoted in Morison Otis 1-298—"Let the Union be severed. Such a severance presents no terrors to me," said Timothy Pickering, Pickering to Pennington, July 12, 1812—New England Federalist, Adams, p. 389.

The Massachusetts House of Representatives issued an address to the people demanding that nobody "enlist in the armies." "Once a British Subject, always a British Subject. The British Government was right. . . . The American contemptible and wrong. How trivial America's complaints, even if there was a real basis, in view of Britain's unselfish struggle."—"Mr. Madison's War," by "A New England Farmer," John Lowell.

PARKER FORGETS CIVIL WAR

The anti-American work of British agents, through pro-British American supporters, culminated in the Hartford Convention, which came within a hair's breadth of causing secession from the Union. Only a few of the Federalist supporters of England in the War of 1812 lived it down in history, and those who did, like Marshall, showed by their life afterwards their fealty to the American Union of States.

When Sir Gilbert Parker makes England's unceasing friendship extend back over ninety years, he forgets the Civil War, when our oldest friend, Russia, a nation whose conspicuous services to the American Union from the very beginning we have seemingly forgotten, sent its great fleet to New York Harbor, with its Admiral under sealed orders to put his command at the service of this country when the expected attack of England took place. Read Henry Adams, Secretary to the American Ambassador at London, during the Civil War, about conditions there.

In regard to (Lincoln and Seward) "English society seemed demented. . . . The belief in Lincoln's brutality and Seward's ferocity became a dogma of popular faith."—The Education of Henry Adams, p. 131. "Lord Russell's course had been consistent from the first, and had all the look of rigid determination to recognize the Southern Confederacy 'with a view' to break up the Union."—P. 153 *ibid*.

GLADSTONE FINANCED SOUTH

It took Gladstone thirty-one years after the close of the Civil War to confess that he did not perceive the gross impropriety of his acts. He said, "the case being further exaggerated, that we (England) were under indictment before the world for not having strictly enforced the laws of neutrality in the matter of the cruisers. My offense was indeed only a mistake, but one of incredible grossness."—W. E. Gladstone, 1896. But Mr. Gladstone did not say in his apologia that he had personally subscribed for 20,000 pounds sterling Confederate bonds.

John Bright, in a speech at Rochdale, Feb. 3rd, 1863, said of England that

"this country is the only one which has men in it who are willing to take active steps in favor of this slave government. We gave comfort and aid to this foulest of all crimes. Englishmen only do it."—From speech delivered by Charles Sumner in the U. S. Senate, April 13, 1869.

The absurdity of Sir Gilbert Parker's claim about the Monroe Doctrine is only equalled by its sublime impudence, as a single incident will prove. The Monroe Doctrine was announced in 1823. It shut out England, which had acquired British Guiana in 1815, forever from extending its holdings in South America. Before 1840, however, England began its program to break down the Monroe Doctrine, by setting up on Venezuelan soil British Monuments bearing the Royal Arms, on what it then acknowledged to be Venezuelan territory. In response to a vigorous protest by Venezuela, England explained that it had no purpose of territorial extension. During the next forty years, however, English colonists were planted up to and beyond the English-made line of 1840, including occupation of territory rich in minerals, etc.

NEAR WAR OVER VENEZUELA

After 1880 the ownership of this area became an open dispute, going to the fringes of war, between the two countries. Venezuela finally appealed to the United States for protection under the Monroe Doctrine. After years of parleying, during the Administration of Grover Cleveland, Lord Salisbury, depending wholly on the force of might, defied the right of the Venezuelan claim, and denied specifically the "validity of the Monroe Doctrine," as giving the United States any right to interfere. On the immediate action depended whether the Monroe Doctrine was to remain in force or not. Richard Olney, then Secretary of State, and an American who could be neither bullied nor cajoled, drew the sheathed sword of the United States, and with its naked strength displayed to Lord Salisbury, repeated his demand for justice for Venezuela, and the acknowledgment of the validity of the Monroe Doctrine. The answer was, withdrawal of England's absurd

claim, Arbitration and Peace. But, in view of the facts, any propagandist statement that England is the protector of the Monroe Doctrine must under the circumstances be treated with the contempt it deserves.

When, after the Civil War, America voluntarily abandoned its interest in its Merchant Marine, and became totally absorbed in the development of the agricultural and mining sections of the West and in building railroads as a necessary element in this development, England, which had entered on its "free trade" policy, with unimpeded control of the seas, had nothing in particular to want from the United States. We gave to England the raw materials and food which it needed, and were content to let it control the seas. The "Home Market" protection policy of this country isolated it from world competition.

AWAKENING IN 1901

Because of the great stimulation given by this policy of the United States to its manufacturing production, it began to be apparent about 1890 that we were fast getting into a position where the nation was producing more each year than it could consume. This meant disposing of the surplus of a full year's work in the markets of the world, or failing in this to face in the future definite recurring seasons of general unemployment and distress.

From this moment, England, which recognized the facts probably long before the United States, began its attempt to tie this country to it by alliance. Within a few years, three such efforts were made without success.

The turning point in the fiscal policy of the United States came, when in 1901, at Buffalo, an hour before he was stricken by the bullet of an assassin, President McKinley announced the program of the United States of entering into international competition for world trade. Roosevelt's Panama Canal policy, which opened up a new route for our trade to Asia and the Orient, was simply a continuation of the McKinley program.

The immediate and typical demand of England for equal rights with the United States in the Panama Canal and its protest against preferential canal toll treatment for our own ships, was unavailing until the accession to office of President Wilson in 1912.

The forced and intimate associations due to the war has enabled England to redouble its efforts, the motive behind this text-book propaganda being obvious. England needs the United States, and fearing defeat in this generation, is trying to prepare the next, so that no inherited tradition of hard-won liberty shall encumber its success,—hence the school text-book program.

NO MORE WORLD EMPIRE

It will fail, however, and deservedly so. Furthermore, it is in England's real interest that this failure shall be decisive and final. A world headed toward Democracy and free institutions will not for long tolerate a twentieth-century revival of the Roman Empire.

What America needs most of all to-day is to be de-Anglicised, to recreate the spirit of Marshall, Webster, Clay, Lincoln, Cleveland, McKinley and Roosevelt. We want to continue to retain our self-respect and rights as a free nation which will permit us to be friendly with England and the world.

Our pulses beating faster when we think of Samuel Adams, Nathan Hale, Warren, Wayne, Stark, Otis, Henry, Lafayette, Franklin, Washington, or the fortitude shown at Valley Forge by the Colonial troops, gives truth to a secret feeling in our hearts that we are capable of the same sacrifices. We cannot imagine Greece or Sparta without its heroes, who have inspired succeeding generations to emulate their example in patriotic and chivalrous causes.

It would be wanton wickedness to take our national heroes away from our children—they must be kept enthroned.

No nation is free that is restricted in its rights to trade or to communicate with another nation. To be free, the United States must emancipate itself from the commercial, intellectual and political sovereignty of Great Britain. This is the way of friendship and peace, and under this policy we will save the United States, and in the end save Britain itself.

EDWARD F. McSWEENEY

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